

[Storyboarding & gamifying a lesson - Practice \(see session 20240309-20ach\)](#)

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20240321

Name of the lesson: Searching for lost civilizations

Student's book: Go getter 4, Unit 4 "A good story", p. 60-61

Level: A2/ A2+ (presumably 5th-6th grade students with in-depth study of English)

The link (presentation):

<https://view.genial.ly/65f451d12912450014ad067a/interactive-content-searching-for-lost-civilizations>

1. What are your goals?

The goal of the lesson is to develop student's linguistic competencies. Firstly, students will learn new words (*actor/actress, cameraman/camerawoman, stuntman/stuntwoman, costume designer, make-up artist, scriptwriter, extra, film director*). Secondly, they will recall adjectives with the help of which they will write a positive or negative review of the film (*amazing, silly, boring, exciting, wonderful*). Finally, students will learn the structure of the film review and will try to write their own film review.

2. Can you summarise the plot in 70 words?

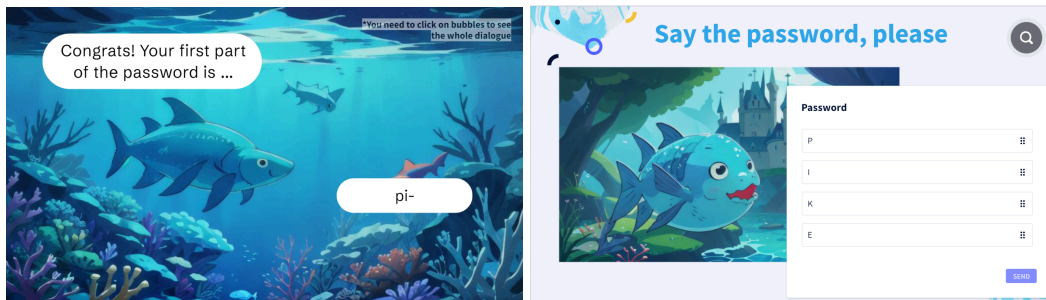
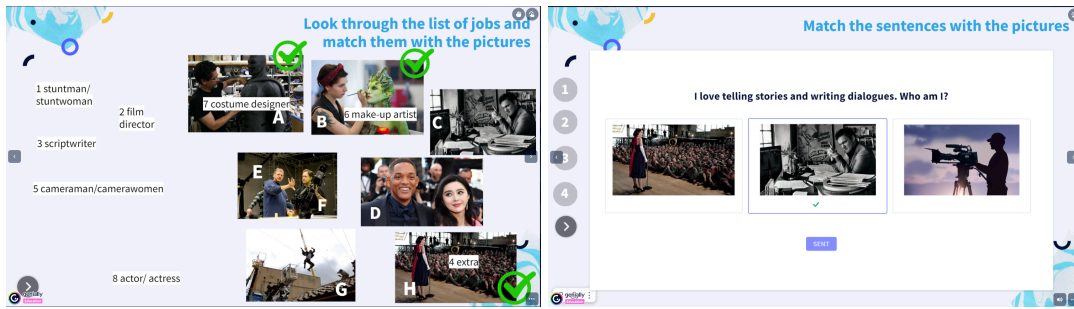
This is a pretty fantastic story. The explorers (**they are characters of the student's book Go Getter 4**) were inspired by the films *The Mermaid* and *Aquaman* and went on a trip to find them. Along the way they encountered various difficulties and incredible discoveries. Eventually they succeeded in achieving their goal: they learned more about these ancient civilizations.

3. Can you summarise the story (missions to accomplish) in 150 words?

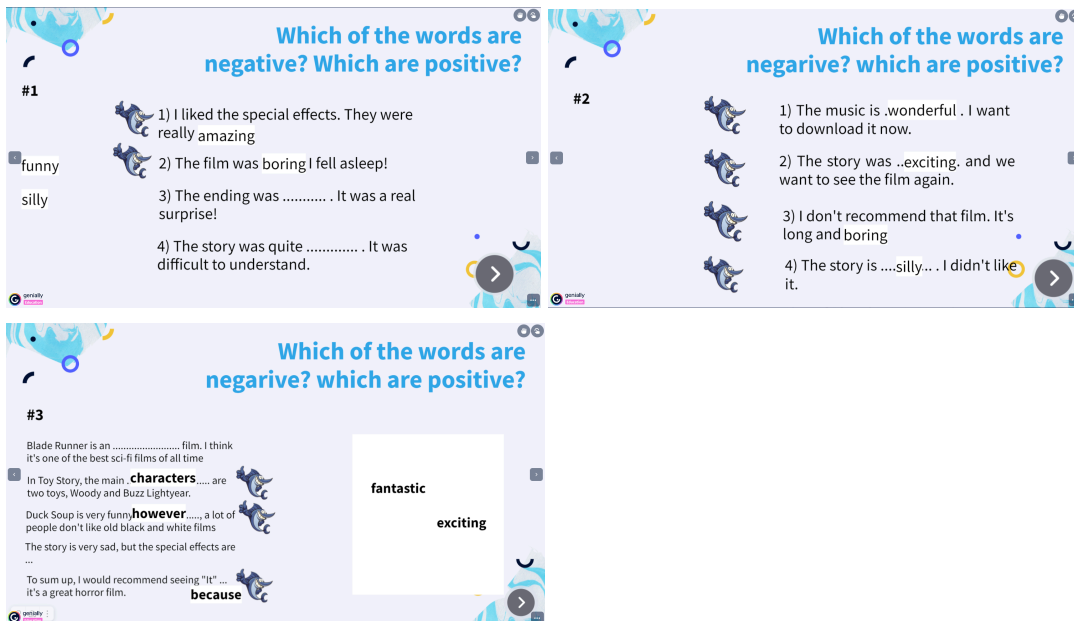
During the story students should accomplish 3 big missions (which include 9 different tasks). Firstly, the explorers/students are attacked by a terrifying fish. They will not be able to fight it (this task is aimed only at an introduction to the topic and subsequent reflection on what new words they know after the lesson). So they meet Aquaman who helps the explorers to cope with this difficulty. They want to know more about Atlanteans so Aquaman shows them the way to the manuscript (a book about the Atlanteans). To get the book they need to find the correct password by completing various tasks. After that, the explorers meet a mermaid. They help her and she also shares the history of the mermaids with them. However, the manuscripts shared by the sea creatures are written in an ancient language that the explorers need to unravel.

4. What does each level consist of? How clear is it a mission has been accomplished successfully?

There are 3 levels. During the first one, students meet Aquaman. They should do some tasks (they are connected with new words). Tasks include work with pictures (matching and choosing the best picture to illustrate this or that sentence). A mission has been accomplished successfully only if students get the right password, "tell" it to the guard fish and then get the history of Atlanteans.



During the second level, students meet the Mermaid. Students also need to do some tasks connected with the right usage of negative and positive adjectives. They should find “pets” of the mermaid (their role is played by the appearing pictures, which indicate the correct answer option). A mission has been accomplished successfully only if students find all fish (“pets”) and get the history of the Mermaids.



During the third level, students work in 2 groups. They need to “unravel” the ancient language with which histories of the Atlanteans and the Mermaids were written. They work with reviews of films “Aquaman” and “The Mermaid” (in the first and the second parts of this task the teacher uses a *jigsaw reading method*): 1) **match** the parts of the structure of reviews with their description. Students will be divided into 2 groups (from the beginning of the lesson). The teacher gives them 4 parts of the review (the first group - Aquaman, the second group - the Mermaid) and 4 headings or descriptions for each part; 2) **answer the questions** (in groups); 3) **discuss** both reviews. After reading and discussing reviews in the groups students go to their seats and work in pairs. So they should share the structure of a review and retell the main points of it using the questions/answers. A mission has been

accomplished successfully only if students write their own review on this or that film following the structure (it is a home assignment).

2 Read the review again. Match headings 1-4 to paragraphs A-D.

- 1 What I like/don't like about the film
- 2 Description of the story
- 3 My recommendation
- 4 Title and type of film

- 1 What type of film is it? Did you enjoy it?
- 2 What is the film about? Who are the main characters?
- 3 Do you like anything about the film? Write about the actors, the costumes, the special effects, the music.
- 4 Would you recommend it?

"Oh, no! It is written in unknown language! We can't read it properly!" - says Eva

"Aquaman" is a great movie that I enjoyed a lot! It's an amazing fantasy film that is really funny too.

The movie is about a superhero named Aquaman who can talk to sea creatures and has to save the underwater kingdom. The main characters are Aquaman, played by Jason Momoa, and Mera, played by Amber Heard.

I liked a lot of things about the film. The actors did a great job, especially Jason Momoa as Aquaman. The costumes and special effects were fantastic, making the underwater world look so real and exciting. The music in the movie was also really cool and made the action scenes even more thrilling.

I would definitely recommend "Aquaman" to everyone, especially if you like superheroes and adventure movies. It's a fun, exciting film with a great story, fantastic visuals, and awesome characters. So, if you want to watch a cool and entertaining movie, "Aquaman" is the perfect choice for you!

"We will save it. We will find a dictionary to translate it later!" - says the father

*You need to click on phrases to see the whole dialogue

"Oh, no! It is also written in unknown language!" - says Max

"The Mermaid" is a funny and great movie that I found really enjoyable! It's an amazing fantasy film that will make you laugh and feel happy.

The film is about a mermaid who falls in love with a human guy and tries to save her underwater home from destruction. The main characters are the mermaid and the human guy who have to overcome many challenges to be together.

I liked a lot of things about the movie. The actors did a wonderful job, especially the mermaid who looked so magical and real. The costumes were beautiful, and the special effects made the underwater scenes look fantastic. The music in the film was also very nice and added to the movie's magical atmosphere.

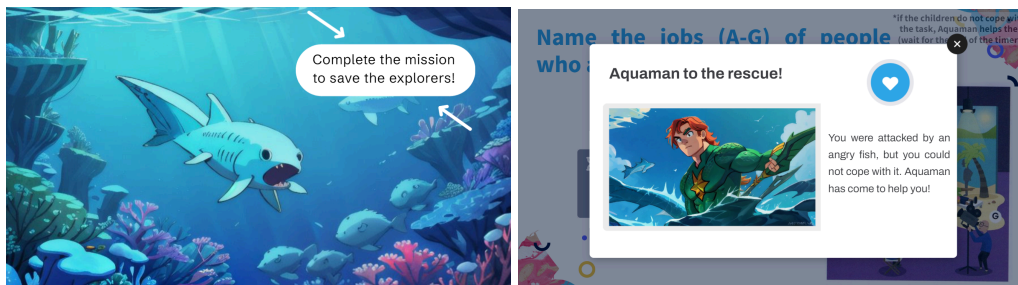
I would definitely recommend "The Mermaid" to anyone who enjoys fairy tales and romantic stories. It's a lovely film with a sweet love story, beautiful visuals, and charming characters. So, if you want to watch a heartwarming and enjoyable movie, "The Mermaid" is a must-see!

"So, let's go home and try to read these stories!" - says the father

*You need to click on bubbles to see the whole dialogue

5. Can participants choose their characters? Are there any baddies to fight against, or angels to help participants in their mission? What do they look like? What super powers have they got?

Students are the explorers, so they cannot choose their character. As for baddies and "angels", there are some of them. The only bad character is an aggressive fish. "Angels" are embodied in the form of Aquaman. Only he helps the explorers to fight the fish. Also, he helps them to find an old book about the Atlanteans and a mermaid. Aquaman is strong and brave. He is half human and half sea creature. So, he can breathe on land and dive deep.



6. Can you describe how the settings will evolve from one scene to another? From one level to another? What should the change of scenery suggest?

The settings will evolve from the part at home of the explorers to the underwater world and finally to the "library" where the explorers will try to unravel an ancient language. So, the comfort of home is replaced by a beautiful underwater world with marine life. In some places, students are scared because they are being attacked by enemies. But then they cope with difficulties and they feel the joy of victory and achieving their goal. These changes suggest their location changes depend on the situation in which the students find themselves. The pictures that students can see in the presentation help them to plunge into a particular atmosphere.



7. How strict or flexible are the rules? Can the moderator / teacher change automated results to reflect goals achieved with more equity?

There are such strict requirements as timing and the fact that the number of points of each student of the group for the home assignment influences the final score of the whole group. In other tasks, if mistakes are made, students are allowed to correct them.

8. What kind of badges for achievements will you award? How & who will design them?

The teacher can award students with “tokens” (small pieces of colored paper). They can be designed simply (using different colours) or it can be a picture of the fish (from the presentation).



9. How will you monitor progress? What plugins in an LMS will you use? Can you manually fill in a leaderboard (perhaps some on-line spreadsheet)?

The teacher will first give the students a task. Students write down their answers in answer sheets and count their right answers. The teacher checks them (the plugin “Le DND Lemniscap” helps to do it quickly) and gives a certain number of tokens corresponding to the number of correct answers. Students will not be able to cheat the teacher as the answer sheets must be submitted to the teacher.

The leaderboard should be created because the students try to do tasks quicker and in the right way to get the token. This moodle plugin can help the teacher to not only track the results of the group, but also each student separately: https://moodle.org/plugins/local_checkmarkreport.

10. Under what circumstances can rewards, points and second chances be granted? For instance, can missions be graded depending on a person's karma at the beginning?

Rewards can be granted for active work during the lesson. Also students complete a task at home (writing a review), the score for which will be used as the student’s grade for written work. Also, this point will be counted towards the overall score of the entire group for teamwork (how each participant understood the topic: how to write a review, its structure, etc.). The lesson is not meant to be just a competition. It is also about developing cooperation skills.